DOCUMENT RESUME

ED 179 103 FL 010 751

AUTHOR Gonzalez, Barbara; Thompson, Carla
TITLE English as a Second Language ESL Curriculum Guide, Secondary Level.
INSTITUTION Mission Independent School District, Tex.
PUB DATE May 79
NOTE 86p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Class Activities; *Course Objectives; *English (Second Language); Grammar; *Language Instruction; *Language Skills; Lesson Plans; Material Development; Non English Speaking; Secondary Education; *Second Language Learning
IDENTIFIERS *Survival Language; Texas

ABSTRACT

The English as a second language curriculum outlined in this guide was developed to meet the needs of non-English-speaking secondary school students in Texas. Emphasis is laid on the development of survival language skills. Two levels of instruction are presented, in which the teacher is asked to coordinate activities, materials, and evaluation procedures of his/her own choice around a number of skills objectives. Objectives are classified as general, structural (covering grammar), or content/life-functioning. Supplementing the outline of objectives are a sample calendar for a year's worth of subjects to be covered, a sample weekly overview of activities, and a sample daily lesson plan. Finally, a brief essay on "Humanizing Hints for Second Language Teaching" is appended. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179103

ENGLISH AS A SECOND LANGUAGE
ESL CURRICULUM GUIDE
SECONDARY LEVEL
MISSION PUBLIC SCHOOLS

MISSION, TEXAS

MAY, 1979

Prepared by
Dr. Barbara Gonzalez
University of Texas at San Antonio

Ms. Carla Thompson
Mission Junior High School

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara Gonzalez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL010751

OVERVIEW OF THE ENGLISH AS A SECOND LANGUAGE CURRICULUM FOR SECONDARY SCHOOLS

Dr. Barbara Gonzalez - UTSA
Ms. Carla Thompson - Mission Junior High

During the school year 1978-79 in Texas secondary schools across the state have been required to begin to attend to the language needs of students grades 6-12 in special specified ways:

1. a home language survey had to be conpleted for all students,

2. all those having a non-English home language had to be tested for language proficiency in English and the home language (most often Spanish), and

3. all those scoring in the first two levels (on a five-level scale) had to be placed in English-as-a-second language (ESL) classes.

Nearly 300,000 non-English or limited English speakers were identified, which has meant that the process of establishing ESL classes has been extensive, often rushed, and often difficult. Teachers have had to be found, often trained or retrained; materials have had to be ordered, reviewed, and selected; schedules had to be reorganized; and curriculum guides have had to be prepared. Teachers in a number of the districts concerned with these tasks have found that many existing materials and guides did not meet their needs. They wanted to teach English for life functioning, with a minimum of academic orientation. They wanted to meet the needs of students who were often not academically successful and whose reading level was frequently very low in any language. They wanted to emphasize moving the student from mechanical functioning to more independent functioning in the spoken language. The attached guide for secondary ESL was prepared with these concerns in mind and is being implemented in several school settings in Texas as a pilot effort. During and at the close of the school year 1979-80 it will be added to, completed, evaluated and modified as needed on a systematic basis by its developers and its users.

ESL CURRICULUM
TABLE OF CONTENTS

Dr. Barbara Gonzalez
Ms. Carla Thompson

I. Introduction

II. Level I Charts
Objectives (Activities, Materials, Evaluation*)

III. Level II Charts
Objectives (Activities, Materials, Evaluation*)

IV. Sample Annual Calendar
Distribution of Objectives

V. Sample Weekly Overview

VI. Sample Daily Lesson Plan

VII. Humanizing Hints

*Activities, materials and evaluation for each objective are to be determined during workshops, teacher conference period meetings, and individual teacher planning during the first year of operation. Objectives may also be modified during this process.

I. Introduction to the ESL Curriculum

Dr. Barbara Gonzalez
Ms. Carla Thompson

FORMAT

The major thrust of the ESL Curriculum is the statement of objectives for Level I and Level II. It is important to realize that these are stated as student outcomes (related mostly to oral performance), and the teacher must determine appropriate teaching/learning activities that will lead the student to the point of being able to demonstrate those competencies (see last part of introduction). He/she will also select teaching materials and prepare evaluation materials to match those objectives and activities. A chart format like that shown below is used so that the teacher can move easily from the objectives into the other areas, keeping the objective in mind.

LEVEL I SKILLS OBJECTIVES			
Objectives	Activities	Materials	Evaluation

The objectives are written for three categories:

1. Structures
2. Content
3. General language skills

STRUCTURES

The structural objectives are intended to be implemented approximately one a week. They cover the areas of English "grammar" or structures that a student must be able to manipulate in order to communicate effectively at a basic level.

CONTENT/LIFE-FUNCTIONING

The content objectives are likewise intended to be implemented at the approximate rate of one a year. They cover the life-functioning areas that each student needs to be familiar within three basic categories:

1. Common situations

   (shopping, bunking, servicing a car, etc.).

2. Essential topics

   (clothing, body parts, foods, etc.).

3. Social relations

   (apologies, greetings, introductions, compliments, etc.).

GENERAL LANGUAGE SKILLS

The general language skills objectives are designed to be applied in any time interval: by the week, month, semester, or year. They cover the basic four skills areas of listening, speaking, reading, and writing; and of course, these skills are to be worked on and quite possibly assessed, at least informally, all during both Levels I and II. They are to be assessed or demonstrated via student performance incorporating the structural areas and the content or life-functioning areas. For example, a Level I student may demonstrate

speaking skill by talking about a restaurant picture, describing the situation in that picture in the present progressive in a way that reveals his own ability to interact appropriately when ordering a meal in a restaurant.

SAMPLE DEVELOPMENT AND PLANNING FORMATS

Additional parts of the curriculum are:

1. Sample annual calendar
2. Sample weekly overview
3. Sample daily lesson plan

The annual calendar suggests for the ESL teacher how the structure and content objectives might be distributed through the weeks of the school year for both Level I and Level II. The teacher must be aware, however, that students who come in during the year may need to be reviewed on earlier material, that some students will already know some things, that a Level II student may not have achieved all Level I objectives, etc. Further, a teacher may wish for any number of reasons to modify the sequence of objectives. The Sample weekly overview permits the teacher to see what activities, materials and evaluation may be incorporated to carry out a structural objective and a content objective during one week, implementing them through the four skills. This type of overview is important, for it demonstrates several planning principles that are very important in second language teaching (see next section).

PLANNING PRINCIPLES

1. Topics must be introduced several times each.
2. Topics must be dealt with in both oral and written modes.
3. Topics must be dealt with in both structured and unstructured ways. Students need to practice each area first in a mechanical way in order to learn the pronounciation, meaning, intonation, syntax, etc., of the new material. However, this structured practice must be followed by opportunities to recombine and recreate, to function more or less independently in the simulated situation under consideration. Without this unstructured practice, the student has not really integrated the material and demonstrated his ability to use it as his own.
4. Students need maximum opportunities to participate. There should be many small group activities, as teacher-directed whole-group activities have the teacher doing at least fifty percent of the talking by definition.
5. Activities should be personalized. If talking about clothing, why practice sentences from a book like "John is wearing a blue shirt."? Why not discuss what students in one's own class are wearing and drill in that manner?
6. Pace is important. A number of brief activities can be included. No activity should go more than 15-20 minutes. Absorption capacities in a new language are long gone by then.
7. Each class should begin with a warm-up or review activity over familiar material.

8. Variety is important. From activity to activity there should be change of the topic and/or skills mode (listening, speaking, reading, writing).
9. Homework must be integrated into each class. If something was assigned the day before, it must be dealt with in some way that day. If something is to be assigned that day, appropriate groundwork must be laid.
10. Make communication as real as possible. Avoid baby talk, stilted language, undue formality, etc.

DAILY PLANNING

The sample daily lesson plan offers the ESL teacher a model for developing any portion of any objective(s) during one day's work in class. The section on humanizing hints describes ways to personalize many of the topics commonly taught in early levels of second language instruction. This hints should be incorporated in daily plans as appropriate.

As a final clarification of the lesson development process, the teacher must understand that the achievement of any one of the stated objectives will be a process necessitating several steps: the teaching of vocabulary, a number of carefully sequenced structured activities, and unstructured practice (and possibly the development of interim objectives). If the objective states that the student can function in any of 5 situations relating to shopping for clothes, the teacher must teach the student clothing vocabulary and model dialogs and questions and answer first. In addition, he/she must lead

the student through role play practice in class based on these situations. He/she must be sure that the student has had some reading-writing exposure to this topic, too, for the learner who is visually oriented. Then, if the students have performed well with all these activities, (each of which may have had its own interim performance objectives) the teacher is ready to have students attempt to perform to demonstrate the behaviors stated in the initial objective. For further clarification, the reader is referred to sections V and VI.

II. Level I Charts

A. Content

B. Structures

C. Language Skills

II

LEVEL I: CONTENT OR LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES: STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. Given color samples, the student gives correct color name with 95% accuracy.			
2. Given any numeral between one and one million the student correctly expresses the numeral name with 90% accuracy.			
3. Given any one of the basic set of popular American idioms or expressions*, the student correctly matches it to its more formal equivalent.			
4. Given any simulated clock face recording any hour the student can correctly express the time 90% of the time.			
5. Given any banking situation the student responds with or initiates appropriate oral interaction.			
6. Given any bank document (check, withdrawal, deposit slip), the student provides appropriate written response.			
7. Given any set of food facsimiles, student provides name of item with 90% accuracy.			
8. Given any basic grocery shopping situation, student carries out appropriate oral interaction.			

*Example: Watch it! or Look out! to mean "be careful."

LEVEL I: CONTENT OR LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
9. Given any set of food pictures, student can name them appropriately.			
10. Given any date numerically expressed, student expresses it correctly in words.			
11. Given any date expressed in words, student writes correct numerals.			
12. Given any basic consumer situation, student writes appropriate letter and envelope.			
13. Given any basic personal social situation student writes appropriate letter and envelope.			
14. Given appropriate sentence completion activity student supplies correct family word (the brother of my mother is my _____.).			
15. Responding to simple questions eliciting personal data, the student will give his name, parent's names, names of brothers and sisters, address, phone number, and name of school, teachers and subjects.			
16. Given selected restaurant situations, student interacts appropriately.			
17. Given any set of table setting pictures, students name objects appropriately.			
18. Given any set of body part pictures, students name parts appropriately.			

LEVEL I: CONTENT OR LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
19. Given any set of pictures of people, student describes physical appearance appropriately.			
20. Given a set of pictures and verbal cues, students express physical condition appropriately.			
21. Students name months, days, and seasons.			
22. Given any 5 greeting, introduction and leave-taking situations, student interacts appropriately.			
23. Given five situations relating to language problems, student interacts appropriately (Please repeat that., please speak more slowly. How do you say - what do you call that?, etc.).			
24. Given a set of weather pictures and situations, students describe weather appropriatley.			
25. Given a set of clothing pictures, student names items correctly.			
26. Given 5 situations relating to shopping for clothes, student interacts appropriately (you want a new pair of shoes. You enter a store and say: _____.)			
27. Given a set of pictures of household furnishings and floor plans student names furnishings and rooms correctly.			

LEVEL I: CONTENT OR LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
28. Given 5 situations relating to servicing a car, student interacts appropriately.			
29. Given pictures of people at work, student names occupation correctly.			
30. Given names of occupations, student describes work involved correctly.			
31. Given pictures of people in different emotional states, student describes the persons' feelings appropriately.			
32. Given pictures of persons and places in the school environment, the student names them correctly.			

LEVEL I: EXAMPLES OF SOME GENERAL LANGUAGE SKILLS OBJECTIVES

I. LISTENING

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. Student repeats with 90% accuracy 10-word unfamiliar sentence.			
2. After listening to appropriate sentences, student correctly identifies time frame and number. (After hearing "the boys walked across the street." Student can answer whether this happened today or yesterday and whether there is only one person or not.)			
3. While listening to appropriate sentences, student correctly selects and indicates picture referred to.			
4. After listening to familiar passage, student answers or constructs comprehension question correctly.			
II. SPEAKING			
1. Given 2 lines of dialog on a familiar topic, each student carries on appropriately for 4 more lines.			
2. Given 2 lines of monolog on a familiar topic, student carries on appropriately for 4 more lines.			
3. Given questions and/or statements on familiar topics, student responds appropriately.*			

*Perfection of pronounciation, vocabulary usage, and syntax are not expected.

LEVEL I: EXAMPLES OF SOME GENERAL LANGUAGE SKILLS OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
4. Given descriptions of familiar situations, student provides appropriate oral responses. (You walk up to the druggist with a prescription. You say: _____).			
5. Given a picture relating to familiar topics, student produces 5 appropriate sentences.			
III. READING			
1. Given statements on familiar topic, student correctly marks sentences true or false.			
2. Given multiple choice items on familiar topics, student chooses correct response.			
3. Given a passage on a familiar topic, student answers simple comprehension questions correctly.			
4. Given 5 statements out of sequence on a familiar topic, student correctly sequences them.			
5. Given a CLOZE passage from familiar material, student supplies appropriate words. (A passage with every fifth word missing, 5-6 lines long, of not more than 12 syllables per line).			
IV. WRITING			
1. Given 2 lines of dialog on a familiar topic, each student carries on appropriately for 4 more lines.			

LEVEL I: EXAMPLES OF SOME GENERAL LANGUAGE SKILLS OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
2. Given 2 lines of monolog on a familiar topic, student carries on appropriately for 4 more lines.			
3. Given questions and/or statements on familiar topics, student responds appropriately.*			
4. Given descriptions of familiar situations, student provides appropriate oral responses. (You walk up to the druggist with a prescription. You say: _____).			
5. Given a picture relating to familiar topics, student produces 5 appropriate sentences.			
6. Given a passage on a Level I topic, student writes appropriate brief paraphrase.			
7. Given a Level I topic, student writes a five-sentence paragraph.			
8. Student compiles a notebook of ESL materials.			

*Perfection of pronounciation, vocabulary usage, and syntax are not expected.

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. The student will recognize and pronounce the letters of the English alphabet with 95% accuracy.			
2. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the present tense with 90% accuracy.			
3. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the present progressive tense with 90% accuracy.			
4. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the present tense with 90% accuracy.			
5. Given an action picture or an enactment the student can express in written form the appropriate verb (person and number) from the basic set* in the present progressive tense with 90% accuracy.			
6. Given any noun, the student provides the appropriate pronoun with 90% accuracy.			
7. Given any noun in context the student provides the appropriate demonstrative adjective with 90% accuracy.			

*to be, have, want, like, do, eat, sleep, drink, walk, run, ride, understand, read, write, hear, listen, see, look, touch, speak, talk, watch, teach, learn, sit, stand, repeat, say, open, close, come, go, live, jump, laugh, make, take

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
8. Given any noun, student uses appropriate indefinite article (a, an) 90% of the time.			
9. Given any basic wh-question, student responds appropriately 90% of the time.			
10. Given any basic statement, student constructs appropriate wh-question (It's 3 o'clock. What time is it?			
11. Given a list of verbs, student provides correct -ing forms.			
12. Given a question using to be, the student gives an appropriate short answer using yes or no (yes, I am).			
13. Given any command for a basic classroom function, student responds appropriately 90% of the time.			
14. In any writing the student produces, he/she uses appropriate capitals and periods 100% of the time.			
15. Given any set of affirmative and negative statements without contractions, the student can insert contractions appropriately 90% of the time.			
16. Given any list of singular and plural objects, the student constructs a correct sentence with there is or there are 90% of the time.			

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
17. Given any affmative statement, student provides correct negative transformation 90% of the time.			
18. Given any affmative statement, student provies correct interrogative transforation 90% of the time.			
19. Given any senence with singular nouns and ver(s), student provides correct plura transformations 90% of the time.			
20. Given any list of count and mass nouns, studen forms correct sentences using uantifiers (how much, how many, some, any, numbers, etc.).			
. Given any sentence and descriptive adjectives to be added, the student inserts the adjectives* in appropriate slots 90% of the time.			
22. Given any of the basic abbreviations student matches to the correct long form (mo., mr., st., etc.).			
23. Given any list of items belonging to John, student expresses correct possessive phrases (John's book) 90% of the time.			
24. Given appropriate sentence completions activity, student inserts/ expresses correct possessive adjective to match subject. (I lost _____book)			

*The question of the position of multiple modifiers is deferred.

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
25. Given appropriate sentence completion activity, students inserts/expresses correct possessive pronoun to match previously indicated subject. (It is my book. The book is _____.).			
26. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the past tense with 90% accuracy.			
27. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the past tense with 90% accuracy.			
28. Given any action picture and subject, the student expresses the activity correctly in a sentence using have to.			
29. Given any basic wh-question incorporating would, student responds appropriately 90% of the time (what would you like to eat?)			
30. Given pictures of any two items and an adjective, student constructs/expresses appropriate comparative sentence using -er forms 90% of the time.			
31. Given pictures of any three items and an adjective, student constructs appropriate superlative sentence using -est forms 90% of the time.			

*to be, have, want, like, do, eat, sleep, drink, walk, run, ride, understand, read, write, hear, listen, see, look, touch, speak, talk, watch, teach, learn, sit, stand, repeat, say, open, close, come, go, live, jump, laugh, make, take

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
32. Given an oral cue from a list of minimal pairs for i / iy * student distinguishes between them.			
33. Responding to a picture or real objects, student expresses location correctly using prepositions in, on, at, under, in front of, beneath, behind, against, inside, over, above, outside.			
34. Given an action picture or an enactment the student can express orally the appropriate two-word verb (person and number) from the basic set* in the present and past tenses with 90% accuracy.			
35. Given appropriate pictures and oral stimuli (example: picture of John and Mary and question "who went to the movies?") student constructs appropriate sentences using compound subjects, verbs, objects, etc., with and, or, nor.			
36. Given appropriate pictures and the basic set of indefinite pronouns, student constructs appropriate sentences (with a picture of many smiling faces, the sentence "everyone is happy" is generated in both affirmative and negative aspects, avoiding double negatives.			

** s/z, d/ʒ, š/č, f/v, b/v, e/ə, ṯ/θ, s/θ, θ/ð, ṯ/r, e/i, e/ey, əe/e, əɛ/ə, (one contrast every other week).

*to put on, take off, get up, wake up, stand, sit down, etc.

LEVEL I: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 90% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
37. Given an action picture or an enactment the student can express orally the appropriate verb (person and number) from the basic set* in the future tense with 90% accuracy.			

*to be, have, want, like, do, eat, sleep, drink, walk, run, ride, understand, read, write, hear, listen, see, look, touch, speak, talk, watch, teach, learn, sit, stand, repeat, say, open, close, come, go, live, jump, laugh, make, take

III. Level II Charts

A. Content

B. Structures

C. Language Skills

LEVEL II: GENERAL LANGUAGE SKILLS OBJECTIVES

I. LISTENING

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. Student paraphrases 3 unfamiliar 8-word sentences, including major points of all three.			
2. After listening to questions/ statements and response choices, student correctly chooses the best response from those they have heard.			
3. After listening to an appropriate passage, student correctly answers comprehension questions relating to it.			
II. SPEAKING			
1. Given 2 lines of dialog on a familiar topic each two students carries on appropriately for 6 more lines.			
2. Given 2 lines of monolog on a familiar topic, student carries on appropriately for 6 more lines.			
3. Given questions and/or statements on Level II topics, student responds appropriately.			
4. Given descriptions of Level II situations, student provides appropriate responses (you enter Mr. Brown's office for a job interview. You say:_____.).			
5. Given a picture relating to Level II topics/situations, student produces 10 sentences.			

LEVEL II: GENERAL LANGUAGE SKILLS OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
III. READING			
1. Given statements on Level II topics, student correctly marks sentences true or false.			
2. Given multiple choice items on Level II topics, student chooses correct response.			
3. Given a passage on a Level II topic, student answers comprehension questions correctly.			
4. Given 10 statements out of sequence on a Level II topic, student correctly sequences them.			
5. Given a CLOZE passage from Level II material, student supplies appropriate words. (a passage with every fifth word missing, 10-12 lines long).			
IV. WRITING			
1. Given 2 lines of dialog on a familiar topic each two students carries on appropriately for 6 more lines.			
2. Given 2 lines of monolog on a familiar topic, student carries on appropriately for 6 more lines.			
3. Given questions and/or statements on Level II topics, student responds appropriately.			

LEVEL II: GENERAL LANGUAGE SKILLS OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
4. Given descriptions of Level II situations, student provides appropriate responses (you enter Mr. Brown's office for a job interview. You say: _____.).			
5. Given a picture relating to Level II topics/situations, student produces 10 sentences.			
6. Given a passage on a Level II topic, student writes appropriate paraphrase.			
7. Given a Level II topic, student writes a ten-sentence paragraph.			
8. Student compiles an ESL notebook.			

LEVEL II: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 85% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. Given a visual cue from a list of minimal pairs for i/iy*, student pronounces correctly.			
2. Given an action picture or an enactment and appropriate oral stimulus (what was Johnny doing?), the student expresses orally the appropriate past progressive* verb (person and number) in a sentence.			
3. Given an action picture or an enactment and appropriate oral stimulus (what was Johnny doing?), the student expresses in written form the appropriate past progressive* verb (person and number) in a sentence.			
4. Given a list of statements, students will supply appropriate tag questions (It's a pretty day. ⟶ It's a pretty day, isn't it?			
5. Given a list of familiar adjectives, student provides antonyms and synonyms.			
6. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses orally the appropriate present perfect verb in a response.			

* s/z ɹ/ʒ ɹ/ʧ f/v b/v e/ə t/θ s/θ ð/ə t/ɹ e/i e/ey æ/e æ/ə (one contrast every other week)

*future and conditional progressive are deferred.

LEVEL II: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 85% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
7. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses in written form the appropriate present perfect verb in a response.			
8. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses orally the appropriate future perfect verb in a response.			
9. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses in written form the appropriate future perfect verb in a response.			
10. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses orally the appropriate past perfect verb in a response.			
11. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses in written form the appropriate past perfect verb in a response.			
12. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses orally the appropriate conditional perfect verb in a response.			

LEVEL II: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 85% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
13. Given an action picture or an enactment and an appropriate oral stimulus (where have you gone every Christmas?), student expresses in written form the appropriate conditional perfect verb in a response.			
14. Given a sentence in the active voice, the student will change it to the passive voice.			
15. Given pictures of any two items and an adjective, student expresses appropriate comparative sentences using more. (This hat is more beautiful than that one).			
16. Given pictures of any items and adjectives, student expresses appropriate superlative sentences using most. (This hat is the most beautiful.).			
17. Given the basic set of expressions of equality/inequality (more than, less than, fewer than) and visual ones (pictures of different quantities of various items), student constructs correct sentence, relating to the pictures. Given appropriate pairs of pictures (boy swimming and girl playing tennis) or sentence (The boy was swimming. The girl was playing tennis), student constructs correct compound sentence (The boy was swimming and the girl was playing tennis.) using and, or, but, either-or.			

LEVEL II: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 85% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
19. Given sets of simple sentences and the basic set of subordinate words*, student constructs correct complex sentences and/or sentences with embedded clauses.			
20. Given a list of adverbs and basic sentences, the student places the adverbs correctly in context.			
21. Given appropriate sentences and object pronouns, students substitute correct object pronouns (I bought the pen. ⟶ I bought it.).			
22. Given sentences with two complements, students substitute correct object pronouns in the correct order. (I gave the pen to John. ⟶ I gave it to him.).			
23. Given appropriate sentences and intensifiers (too, very), students insert intensifiers correctly in context.			
24. Given appropriate pictures and verbal cues (example and adjectives), student expresses correct exclamations (what a pretty dress).			
25. Given appropriate pictures and verb cues (sample sentence), student constructs correct if-clause sentences (If I were rich, I'd buy a Cadillac.).			

*when, where, since, while, although, etc.

LEVEL II: STRUCTURAL OBJECTIVES TO BE ACHIEVED AT THE 85% LEVEL

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
26. Given sentence completions with prepositional phrases expressing time, student supplies acceptable preposition (John arrives _____ three o'clock.			
27. Given sentence completions with adjectival and adverbial prepositional phrases, student supplies acceptable preposition (I know the girl _____brown hair. And He went _____bus.).			
28. Given sentence completions with adverbial phrases, student substitutes appropriate adverb of frequency. (I play tennis every day; I _____ play tennis ____ sometimes, always, never).			

LEVEL II: CONTENT/LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
1. Given any five situations relating to a birth, a birthday, a death, and/or a marriage, student interacts appropriately. (Example: Your friend's grandmother has just died. You say: _____.).			
2. Given any telephoning situations, student interacts appropriately. (You need to place a long distance collect call. You dial the operator and say: _____.).			
3. Given any home-visit situation, student interacts appropriately. (You go to visit the home of an English-speaking friend. The father opens the door. You say: _____.).			
4. Given any neighborhood map and 5 places to go in sequence, student produces intelligible directions for going from one place to the other.			
5. Given any city map and any two points, student gives adequate directions for going from one spot to the other. Given any state or national map student gives adequate directions for going from one city, national park, etc., to another.			
7. Given any world map, student adequately describes location of one country relative to another.			

LEVEL II: CONTENT/LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
8. Given any set of pictures of office furnishings, machines, supplies, etc., student provides correct names.			
9. Given any five office situations, student interacts acceptably (you are a secretary/receptionist. Someone enters your office. Give 6 lines of appropriate dialog.).			
10. Given any public travel situation (buying a ticket, finding a seat, finding a restroom or food, etc.), student interacts adequately.			
11. Given any set of transportation pictures (bus, station, train, depot, plane, airport interior and exterior, etc.), student provides correct names.			
12. Given any local transportation situations (riding bus or subway), student interacts appropriately. (You get on a bus and are uncertain how to get to your destination. Give a likely six-line dialog between you and the driver.).			
13. Given any set of pictures relating to hobbies and leisure pastimes, student provides correct name and brief description.			
14. Given any five household repair situations, student interacts appropriately. (The appliance repairman enters the kitchen with you. You need to explain what's wrong with your refrigerator. You say _____).			

LEVEL II: CONTENT/LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
15. Given any commercial repair shop situation, student interacts appropriately (You've just taken your TV into a shop. You say: _____).			
16. Given any set of pictures of common tools (screwdriver, saw, etc., student names items correctly.			
17. Given any five awkward social situations, student makes appropriate excuses and/or apologies. (You promised to pick up Fred to take him to school. You forgot. You see Fred at noon. You say:_____).			
18. Given any five social situations, student issues appropriate invitation.			
19. Given any five invitations, student provides appropriate acceptable and refusal response.			
20. Given any five social situations, student provides appropriate compliments (your friend Fred has a new blue shirt that you like. You say: _____).			
. Given any five difficult social situations, student can express disagreement tactfully. (Your aunt says that World War II was over in 1948. You want to say that the correct date is 1945. You say: _____).			

LEVEL II: CONTENT/LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
22. Given any set of situations relating to money, student interacts appropriately. (You want to buy a coke from a machine. You have only a $5 bill. You go to the cashier in the store and say: _____).			
23. Given any five conversation situations relating to television and/or movies, student interacts appropriately. (You want John and Fred to tell you about the movie they saw last Saturday. Give a likely six-line dialog).			
24. Given any five situations relating to reading and/or studying, student interacts appropriately (You haven't finished reading the story for your English class. John has. Give an eight-line dialog between John and you.			
25. Given the dates of major U.S. holidays, student provides correct names and brief descriptions of reasons for and manner of celebration.			
26. Given any five cooking situations or pictures, student interacts or describes appropriately.			
27. Given pictures of cleaning implements and products, students provide correct names.			
28. Given any set of pictures of persons working in yard care and/or landscaping, student describes acceptably.			

61

62

LEVEL II: CONTENT/LIFE-FUNCTIONING OBJECTIVES

OBJECTIVES STUDENT OUTCOMES	ACTIVITIES	MATERIALS	EVALUATION
29. Given any list of countries, student correctly states adjectives of nationality and language name..			
30. Given any five music situation, students interact appropriately. (You and John are going to discuss your favorite music. Give a likely 10-line dialog.			
31. Given any basic civics situation, student interacts appropriately. (You want to explain local/national government to a new resident. You say: _____).			
32. Given any personal hygiene situation, student interacts appropriately. (You want to explain to a child the basics of personal hygiene. You say:_____).			
33. Given any set of pictures of community workers, student provides correct names and brief description of what person does.			
34. Given any five post-office situations, student interacts appropriately (You need a book of stamps to mail a special delivery letter. Give a 10-line dialog between you and the postal worker).			
35. Given any set of church pictures, student correctly names objects, furniture, procedure.			
36. Given any set of pet pictures, student provides correct names and brief description of what pet does, eats, etc.			

IV. SAMPLE ANNUAL CALENDAR BY SIX WEEKS

Allow one week for new enrollments, get-to-know your periods, hearing and special activites, classroom management and procedure, discussions of objectives, trial test takings. We will do exercises on following directions, etc.

	STRUCTURE	REAL LIFE	LANGUAGE SKILLS EVALUATION CHOICES
Week I	Alphabet	color samples	I, II, III
II	To be	Numbers 1-million	I, II, III
etc.	Wh words	American idioms	I, II, III
	Verbs, oral	Personal data	I, II, III
	commands	Telling time	I, II, III

STRUCTURAL	LIFE-FUNCTIONING	LANGUAGE SKILLS
Capitals & periods	family words	I, II, III, IV
article a, an	writing dates in words	I, II, III
Verbs, written Descriptive adjective	body parts	I, II, III, IV
noun, adj., & verb	month, day, season	I, II, III, IV
affirmatives to negatives	greetings, leaving	I, II, III, IV
affirmatives to interrogatives	dates in numerals	I, II, III, IV

STRUCTURE	REAL LIFE	LANGUAGE SKILLS
verbs to present progressive, orally	clothing	I, II, III, IV
noun to pronoun	shopping for clothing	I, II, III, IV
verbs to present progressive, written	occupations	I, II, III, IV
There is, there are	work involving occupation	I, II, III, IV
Basic abbreviations	feelings and emotions	I, II, III, IV
2 word verbs	food facimile	I, II, III, IV

STRUCTURE	REAL LIFE	LANG. SKILLS
Prepositions	grocery and food items	I, II, III, IV
Correct plurals of singulars	grocery shopping	I, II, III, IV
Contractions, affirmatives and negatives	restaurant situations	I, II, III, IV
demonstrative adjectives	table setting	I, II, III, IV
mass nouns	school environment	I, II, III, IV
would	physical appearance	I, II, III, IV

STRUCTURE	REAL LIFE	LANG. SKILLS
comparatives	physical conditions	I, II, III, IV
Superlatives	Language problems	I, II, III, IV
minimal pairs	household furnishings	I, II, III, IV
noun possession	household furnishings cont.	I, II, III, IV
Possessive adjectives	letters of consumer situations	I, II, III, IV
Possessive pronoun	letters, social situations	I, II, III, IV

STRUCTURE	REAL LIFE	LANG. SKILLS
construct sentences	banking situations	I, II, III, IV
Have to	banking documents	I, II, III, IV
Verbs in past tense, orally	weather situations	I, II, III, IV
Verbs in past tense Written	American idioms	I, II, III, IV
Compound sentences and, or, nor	car service	I, II, III, IV
Last week reserved for testing, student departures, reviews of all objectives, end-of-school preparations.		

V. SAMPLE WEEKLY OVERVIEW

The overall objectives being implemented during this week are:

1. General Language Skills:

   All four (4) areas of listening, speaking, reading, and writing.

2. Content/Life-functioning:

   Given any five situations relating to shopping for clothing, student interacts appropriately.

3. Structures:

   Given any action picture on a familiar topic, the student expresses him/herself correctly in present progressive to describe the action in the picture.

Note that the test/evaluation on Friday deals with these specific objectives. The development of interim objectives on a daily basis is illustrated in Section VI.

SAMPLE ESL WEEKLY OVERVIEW: Clothing, social interaction, present progressive

Assuming 55 minute period, 10-15 students (beginners) and 5 minute lost "clerical" time each day.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Review, interview (pairs) each other on what they ate for Sunday dinrer. Call for each to report on person interviewed via questions (what vegetables did he eat?) 15 minutes.	1. Review: Students repeat clothing/shopping dialog. 3 minutes.	1. Hmwk. integration: collect paper. Give answers orally and put on board. 5 minutes.	1. Hmwk: collect paragraph show one (or your own sample)on overhead opaque for class reading and discussion. 5 minutes.	1. Testing while waiting is going on, have quartet "orals". (Two are given a situation to roleplay while two listen. Listener must answer questions about"event". Switch. Then each person is asked to describe an action picture. 45 minutes.
2. Introduce clothing vocabulary with flash card pictures. Students repeat. 3 minutes.	2. Hmwk. integration: Students to repost on personalized questions, using "I asked _____" he/she said _____.", 10 minutes.	2. Review: play tape of modified clothing/shopping situation. Have them ask comprehension questions about it of one another. 15 minutes.	2. Review: have students make p.p. sentences from verb stick picture flash cards. 5 minutes.	
3. Give each small group a set of flash cards to drill with. 5 minutes.	3. Act out 10 action verbs in present progressive. Students repeat (present progressive) 5 minutes.	3. Set up clothing store in room and have trios role-play (1 clerk, 2 customers). Give the customers a shopping list in advance. Have those at their seats take down all that is said. After each role-play ask questions about who said what, wanted what, etc. (can collect these as dictations). 20 minutes.		2. Idioms: model/practice idioms relating to clothes, shopping 5-10 minutes. (Include complimenting).

74

75

SAMPLE ESL WEEKLY OVERVIEW: Clothing, social interaction, present progressive

Assuming 55 minute period, 10-15 students (beginners) and 5 minute lost "clerical" time each day.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4. Call on individuals to name pictures. 3 minutes.	4. Give each pair a set of action verb stick-figure flash cards to practice the verbs. 3 minutes.	4. Introduce 3 social situations for clothes shopping: 1) getting clerk's attention 2) interrupting him/her when he/she's talking to someone else 3) explaining to clerk that you don't like something. Use 2-4 line mini-dialog for each. Explain model and have student repeat. 10 minutes	4. Introduce additional clothing vocabulary with "situation" pictures. Students repeat. 3 minutes.	
5. Model/act out a clothing/ shopping dialog. Students repeat. 5 minutes.	5. Call on each student to act out a verb and call on someone to make appropriate sentence. 10 minutes.	5. Let students pair-practice (from handout or book) the mini-dialogs. 5 minutes.	5. Have students point to a clothing item and call on someone to name it. 5 minutes.	
6. Ask questions about dialog to check comprehension. 3 minutes.	6. Ask time questions to stimulate use of p.p. verbs (what are you doing at 7 a.m.?). 5 minutes.	6. Students write paragraph about their last clothing shopping excursion for homework.	6. Have students listen to modifications of the 3 social situations mini-dialogs and ask questions about each. 10 minutes.	

SAMPLE ESL WEEKLY OVERVIEW: Clothing, social interaction, present progressive

Assuming 55 minute period, 10-15 students (beginners) and 5 minute lost "clerical" time each day.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7. Have students pair-practice dialog. 5 minutes.	7. Use flash card pictures to drill p.p. in other persons (or have students draw cards to act out and ask "what is he doing? or what are they doing?" or "what are we doing? what are you doing?"). 10 minutes.		7. Go over appropriate dress for different occasions, using "occasion" pictures(wedding, funeral, school, picnic, etc.) and "outfit" pictures. Let each student draw an occasion and from the outfits available, describe what he/she would wear. 15 minutes.	
8. Call on a few pairs to perform dialog. 5 minutes.	8. Present (board, handout, transparency) prose form of yesterday's dialog for reading with questions to answer written Read aloud. 5 minutes.		8. Assign test on verbs, clothing, dialogs.	
9. Ask personalized questions based on dialog. 5 minutes.	9. Assign questions above.			
10. Assign students to ask someone 5 of the personalized questions.				

VI. SAMPLE DAILY LESSON PLAN

Derived from preceding weekly overview: see Section V cover sheet for overall objectives for entire week. The objectives shown on this sheet are interim daily objectives.

SAMPLE DAILY LESSON PLAN

LEVEL I

(Wednesday from the Weekly Overview) assuming 55 minute class, 10-15 students:

DAILY OBJECTIVES	ACTIVITIES	MATERIALS	EVALUATION
1. Given questions over passage on shopping for clothes students answer comprehension questions correctly.	1. Students put answers to homework questions on the board. Teacher conducts class discussion of the various possible answers. 5 minutes.	1. board, chalk	1. Teacher informally notes who did not do the work and who responded correctly and incorrectly during discussion and boardwalk.
2. Given a listening situation relating to shopping for clothes, students answer oral comprehension questions correctly.	2. Teacher plays tape of dialog between saleslady and two women. shopping for clothes. Each student is to formulate and ask two comprehension questions over this tape of other classmates, who are to answer. 15 minutes.	2. Tape, tape recorder.	2. Teacher informally notes who could and could not express adequate questions and answers.
3. Given shopping tasks (clothing), student can role-play appropriately.	3. A clothing store is set up. Trios roleplay. One person is clerk; two are customers. Each customer has a card instructing him/her what to buy. Students at their seats ask/answer questions about each situation as it's completed.	3. Old clothes and racks or mounted pictures of clothing items.	3. Teacher informally notes who can and can not express him/herself effectively during roleplay..
4. Given 3 social situation mini-dialogs, students can repeat and/or read parts aloud.	4. Teacher models 3 minidialogs: 1) getting clerk's attention 2)interrupting clerk when he/she is talking to someone else 3)explaining to clerk why you don't like a particular item (tactfully). Teacher acts out, uses pictures to illustrate meaning. Students repeat. Then students practice parts in pairs. 15 minutes.	4. Books, handouts, or copy of dialogs on board.	4. Teacher informally notes who needs extra help in pronouncing new material adequately.

81

82

VII. Humanizing Hints For Second Language Teaching

Dr. Barbara Gonzalez

When teaching numbers, practice by having students talk about numbers of dresses, shirts, pairs of shoes they have; about numbers of brothers and sisters; about numbers of days until Thanksgiving, Christmas, etc.; numbers of people in the school, on the football team, in the city, etc.

When teaching time, practice by talking about times they get up, come to school, go to work, have English class or Spanish class, leave school, go to church, see the news, study, go to the movies, eat breakfast, lunch and dinner, etc.

When teaching days and months, do a chain utilizing people's birthdays. Talk about the dates of important holidays in more than one culture. Ask for the dates when members of their families were born. Ask for the dates that school began, the Christmas holidays begin, school lets out, the next community or school event is, etc.

Study seasons and verbs for seasonal activities at the same time. Then have students identify what they do at different times. Relate to birthdays again, asking whose birthday falls in the different seasons. Relate holidays to seasons and the weather, too.

Personal description, family, colors and clothing work well as a cluster of conversational topics. Teaching these in close proximity permits conversation about first people in the room and then about friends and family as well.

Food, clothing, and other "store" topics make an ideal possibility for using real items or pictures to set up stories for role-playing. Students can be provided with shopping lists, sample dialogs or specific questions to ask, etc.

Simulate the major life events within the target culture. Have people role-play visiting a new baby, attending a bautizo, attending a funeral, etc. Have them role-play attending a first communion, a wedding, or a fifteenth birthday party. Give them sample dialogs that contain both general small-talk and specific comments.

Give real-world assignments wherever possible. Ask students to enter a restaurant where workers speak the target language and eat a meal there.

When teaching directions match students in pairs where one has a particular place they really want to know the location of and another actually knows how to get there. Let them work up the appropriate information for this real need.

When teaching furniture, pair students and ask them to prepare floor plans of one another's homes with appropriate furniture in place, providing all information in the target language.

Use typical medical interview forms in the target language for students to work in pairs to interview one another about their own real history to reinforce knowledge of body parts and medical terms.

Simulate ticket booths, information desks, waiting areas, and actual vehicles in order to have students role-play traveling by various modes of transportation.

Use actual magazine tests of "How good a friend are you" and "How sound is your relationship", etc., in the target language to have students express values and feelings on topics of real concern to them.

Residence and age lend themselves nicely to chain drills, interviews, etc. Also consider having students deal with personal information and other topics with students in other classes (your own or someone else's) by writing letters and using a letter box right in the room.

Leisure pastimes and hobbies make ideal topics for small group reporting and/or larger scale interviews. Parties and favorite forms of entertainment work equally well. All of these topics can also be used effectively as the subject of written questionnaires that generate further activity.

A questionnaire on qualities one wants in a friend makes an excellent springboard for further class discussion or small group work.

Tools and repairs along with a number of objects damaged in some way makes an excellent resource for simulation and role-play in the classroom. Students can be asked to name and sort out tools according to different repairs that they must perform, place orders, discuss repair needs, etc.

People's actual television and movie preferences mesh well with printed schedules of offerings to provide the opportunity for realistic conversation.

Gift preference, gift shopping and discussion of gifts actually received also provide excellent opportunity to discuss topics of genuine interest or realistic relation to life in the class.

Cooking, cleaning, and yard work are part of everyone's lives, but are areas that are seldom discussed. These make excellent combinations with teaching verbs, time, seasons, etc. They lend themselves to large or small group discussion and to interviews, letterwriting and the like.

The geography of the area in which the student lives is generally a common body of information that the students can discuss and be at least moderately interested in, particularly when the topic is combined with verbs for recreational activities that you know apply to many of their lives.

Music is generally a topic of great importance to students and lends itself to reinforcing vocabulary for necessary equipment, favorite artists, favorite types of music, habits relating to music (when they listen, what they do while listening, etc.).

Personal hygiene, meals, table setting, etc. are likewise very ordinary parts of everyone's lives that can easily be discussed as experience common to every student.

Many of these activities can be conducted in a culture-comparison format.